



English 11 Honors

MURRAY HIGH OPEN DISCLOSURE 2018-2019



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WE ARE SPARTA! Dedicated to serve, participate, achieve, and respect!

“What matters most are the opportunities we can give students to make sense of any text and to see the immediate relevance of those texts to the urgent conversations of now.” – Tricia Ebarvia

Course Expectations

Honors English is an opportunity and privilege. Voltaire and Spiderman agree, that “With great power comes great responsibility.” **Complete academic integrity for every student is expected.** Which means, honesty with me and your classmates, as well as yourself is paramount. It also means, among other things, taking credit only for your own work, for reading assigned texts instead of trying to get by with SparkNotes, giving your complete attention during class, collaborating with your fellow students, contributing to our class, showing up every period, and being prepared.

Honors 11 Literature and Composition is a study of the major literary topics and themes across the history of the United States, with intersections of world literature when applicable. Students will focus on major literary forms, analyze literary themes, and research and compose papers, speeches, and presentations using representative forms of discourse.

Our goal is to produce critically thinking students who can thoughtfully and skillfully articulate knowledge and understanding in writing. We will also use literature as a means to examine ourselves and the art of the written word to create passionate, informed students and citizens.

Course Goals

An honors course will require more reading, analysis of literature, and college level English while addressing the standards of Utah State Common Core. Including:

- ✓ Learn and use disciplined, effective reading, writing, listening/speaking skills in a variety of genres for College and Career readiness.
- ✓ Determine meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices (as applies to ACT/SAT and AP tests).
- ✓ Understand and implement correct grammar usage in writing for various purposes and audiences.
- ✓ Implement the process of inquiry in a variety of literary, research, and written contexts.
- ✓ Utilize technology in a variety of ways to enhance learning.
- ✓ Cite strong and thorough textual evidence to support analysis of a text.

MATERIALS AND SUPPLIES:

- ✓ 3-ring binder (dividers helpful)
- ✓ Composition notebook
- ✓ A web-based data storage
- ✓ Copy of the current piece of literature to study
- ✓ Recommended: Post-its and page markers



Students are encouraged to buy their own books, but this is NOT required. You will be required to annotate and or take notes on the books assigned in the course. If you borrow from another previous/current Honors English 11 student with previously annotated material, you must speak with me beforehand.

Students will know in advance what novel we are reading in order to purchase.

POTENTIAL TEXTS: (Please wait to purchase until our class determines what we are reading. Students will know at least 3 weeks in advance.)

The Scarlet Letter, The Crucible, Death of a Salesman, The Invention of Wings, Macbeth, Julius Caesar, The Great Gatsby, Our Town, Grapes of Wrath, A Farewell to Arms, Of Mice and Men, The Sun Also Rises, 1984, The Kite Runner, Cry, the Beloved Country, A Raisin in the Sun selected short stories, and poems.

COURSE MATERIALS:

We will also be analyzing a variety of essays, poems, nonfiction, and short stories. The literature selected is based on college and AP test preparation guidelines as well as age-appropriate content. Films or portions of films for some of the novels will also be viewed, interpreted, discussed, and analyzed.

A few of these works contain controversial events and/or topics. I will help the students place the content in its proper academic sphere and teach them how to express opposing, rational views based upon their own viewpoints and the text.

ASSESSMENT METHODS:

- Reading notes and annotations
- Writing responses and journals
- Essays
- Participation and effort
- General assignments
- Attendance

GRADING:

All assignments are given a point score and placed in a weighted category as follows:

- **60% Formative Assessments** (book annotations, class discussions, writing activities, quizzes, notes, etc.)
- **30% Summative Assessments** (tests, final papers, midterms, etc.)
- **10% Dailies** (journals, prompts, practice, assignments, etc.)

CLASSROOM DECORUM EXPECTATIONS:

To do well in this course:

1. ATTEND! It matters! Your presence matters!

Participation points are available every day. Parents/guardians should excuse absences through the attendance office within five days of your absence. **Attendance matters in your understanding of this course!**

Absent Work

It is the student's responsibility to make-up what they missed: notes, handouts, readings, quizzes, etc.

If the absence is excused, the student has the same number of **school days** as the number of absences to make up the work.

For work **DUE** on a day a student was absent, the student must turn it in the **FIRST** day he/she returns to class to receive full credit. Major assignments—a DUE date was established well in advance of completion (essays, projects, presentations, etc.) **MUST** be turned in **ON** or **BEFORE** the due date to receive full credit. School activities, illness, travel, or other absences do not excuse the student from handing in the assignment on the due date.

CHECK CANVAS! Your daily agenda with assignments will be posted daily.

2. COME PREPARED, ON TIME, AND TURN IN YOUR WORK

LATE WORK POLICY:

All late work will receive a deduction in credit if turned in late. I accept late work for **ONE WEEK** after the due date at **75-50%** of the original score possible depending on the assignment.

If any concerns arise concerning this policy, please speak with me *beforehand* and we can discuss an alternative.

- Due dates mean assignments are due at the beginning of class, unless otherwise noted. Have your assignments in your hand, ready for me to collect, when the bell rings.
- Begin big assignments early to avoid last-minute problems. Even if you experience computer glitches, empty ink cartridges, etc., assignments are still due at the beginning of class. Remember that the school library offers computer and printer access. **You are responsible for printing your own work and turning it in on time, so plan ahead!** (Unless otherwise noted in class, assignments will NOT be accepted by email.)

3. PARTICIPATE:

Students earn daily participation points for attendance, performance, classroom behavior, some in-class assignments, and start-up activities. This makes a difference in your grade.

4. TREAT OTHERS RESPECTFULLY:

I expect you be respectful in your interactions with me and the other students in our class, to use respectful language at all times in class, and to treat classroom materials with respect.

5. DO YOUR OWN BEST WORK

Cheating and Plagiarism will NOT be tolerated. Any student who participates in cheating will receive a zero on that assignment and a U in citizenship. Cheating is also using peers' answers. Six word in a row from any source is plagiarism! *Any student who participates in cheating a second time in the same class will receive an "F" for that term.*

6. CELL PHONE POLICY

Cell phones are to be stored AWAY (off body, not on desks). There will be times we use phones in class for education, but you will be invited to take them out. Phones will be taken for the day if on a desk or on a body (lab, pocket, etc.) at inappropriate times. Headphones and earbuds are not allowed in class, and students are expected to remove them before entering the classroom. Again, if invited, students may use them, but always have them put away unless given permission. Cell phones and other electronic devices that are used during class will be confiscated and given to an administrator.

7. ENHANCEMENTS / EXTRA CREDIT

All assignments for the quarter must be turned in before opportunities for grade enhancements are considered. Do not rely on extra credit for a changed grade. Because this class is already a heavy workload, and reading extra novels may not result in best practice for study. We can discuss other opportunities of extra credit as they arise.

CITIZENSHIP CRITERIA:

Your citizenship grade may be determined by your behavior in class, attendance or truancy.
Grading: Satisfactory (S) or unsatisfactory (U). Any U must be remediated prior to graduation.

If there is a perceived error, any grade change must be completed within the following quarter or by June 30 for the fourth quarter.

Family Education Rights and Privacy Act: *Ongoing critical evaluation by peers which may include the exchanging of student work, will be used to enhance the educational process. Ultimately the final assessment is the job of the teacher. Student privacy will be respected when providing class grades and other confidential information.*

Please keep this copy for your records. Sign, cut, and return the bottom portion of this page.

(PLEASE print clearly!)

-----CUT

Student's Printed Name: _____ Period: _____

We have both read the **English 11 Honors Disclosure Statement**, discussed the grading structure, and understand the expectations for Ms. LaFortune's class.

Student Signature Date

Parent Signature Date